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## BOOKS.

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*The Teaching of High School Mathematics*, by George W. Evans, Headmaster of the Charlestown High School, one of the Riverside Educational Monographs, edited by Henry Suzzallo, Professor of the Philosophy of Education, Teachers College, Columbia University: 8vo. Cloth, viii+94 pages. Price, 35 cents. Boston: Houghton, Mifflin & Co.

In addition to the Editor's Introduction, the book contains a brief discussion of the following: The Modern Point of View; The Order of Topics; Equations and their Use; Some Rules of Thumb; Geometry as Algebraic Material; The Graphical Method; The Bases of Proof in Geometry; The Method of Limits; Simpson's Rule and the Curve of Sections; The Teacher. The Author presents some very helpful and suggestive thoughts on elementary teaching and his book is worthy a careful study by the teacher of elementary mathematics. F.

*A College Text-Book of Physics*. By Arthur L. Kimball, Ph. D., Professor of Physics in Amherst College. 8vo. Cloth, ix+692 pages. Price, \$2.75. New York: Henry Holt & Co.

This is one of the most illuminating texts on physics for college use that has appeared in recent years. The method of presentation and the clearness of exposition is very attractive and will appeal strongly to those teachers who want a good text with not too much mathematical development of physical principles. F.

*Plain and Solid Geometry with Problems and Applications*. By H. E. Slaught, Ph. D., Associate Professor of Mathematics in the University of Chicago and N. J. Lennes, Ph. D., Instructor in Mathematics in Columbia University. 8vo. Cloth, xii+470 pages. Boston: Allyn & Bacon.

In writing this book, the authors were guided by the following two purposes, viz: (a) that pupils may gain by gradual processes the power and habit of deductive reasoning and (b) that they may learn to know the facts of elementary geometry as elementary properties of the space in which they live.

They have made use freely of the best of the many suggestions offered by various committees appointed at various times during the past five or six years, for the improvement of the teaching of geometry. Many problems of very practical applications have been incorporated in the work, and it is believed that these will stimulate an interest in the minds of most students who use the book. The book has received the most hearty indorsement by the educational public, a fact evinced by the many schools in which it was adopted immediately after coming from the press. F.

*Vector Analysis*. An introduction to Vector-Methods and their various applications to Physics and Mathematics. By Joseph George Coffin, B. S., Ph. D., (Massachusetts Institute of Technology, '98, and Clark University, '03) Instructor in Physics at the College at the City of New York. Second edition. 12 mo. Cloth, xviii+262 pages. Price, \$2.50. New York: John Wiley & Sons.

The cordial reception of the first edition of this book both by American and European Mathematicians has encouraged the author to bring out this second edition. Certain portions of the work have been rewritten and 14 pages of notes have been added to the appendix. The book is doing great good in leading teachers of physics to an understanding of the use of a very powerful instrument for physical research. F.

*An Introduction to Mathematics.* By A. N. Whitehead, S. C. D., F. R. S. Author of "Universal Algebra." 12mo. Cloth, 256 pages. Price, 75 cents. New York: Henry Holt & Co.

"Mr. Whitehead sets out not to teach mathematics, but to enable students from the very beginning of their course to know what the science is about and why it is necessarily the foundation of exact thought as applied to natural phenomena? It is just because mathematical ideas are abstract that they supply what is wanted for scientific description of the course of events, freed from reference to particular persons or particular types of sensation. From this starting-point the author proceeds to explain the true inwardness of 'variables,' 'dynamics,' the symbolism of mathematics, generalizations of numbers, imaginary numbers, co-ordinate geometry, conic sections, functions, periodicity, trigonometry, the differential calculus, and geometry. An admirably clear exposition, illustrated throughout with diagrams."

*Analytical Mechanics, Comprising the Kinetics and Statics of Solids and Fluids.* By Edwin H. Barton, D. Sc. (Lond.), F. R. S. E., F. Ph. S. L., Professor of Experimental Physics, University College, Nottingham. 8vo. Cloth, xx+535 pages, with diagrams. London: Longmans, Green & Co.

This book, which requires on the part of the student an elementary knowledge of the calculus, gives a fairly complete treatment of the kinetics and statics of solids and of fluids, closing with a brief chapter on elasticity.

The author, after a brief introduction, takes up the treatment of mechanics under the following: kinematics, kinetics, statics, hydromechanics, and elasticity, and throughout the body of the work are scattered at frequent intervals sets of examples; while at the end is a list of miscellaneous problems of various degrees of difficulty.

The treatment of the various subjects is very clear and direct and well adapted to the needs of the students of engineering. F.

*Physics for College Students.* By Henry S. Carhart, LL. D., Professor Emeritus of Physics, University of Michigan. 8vo. Cloth, viii+622 pages. Boston: Allyn & Bacon.

The author informs us that this book was prepared in response to many inquiries for a text somewhat more advanced than his High School Physics and distinctively less mathematical than his *University Physics*. We believe that Professor Carhart has succeeded in preparing a book at once scientific and teachable and that the treatment here presented will lead to satisfactory results. F.

*College Physics.* By John Oren Reed, Ph. D., Professor of Physics in the University of Michigan and Dean of the Department of Literature, Science, and the Arts and Karl Eugene Guthe, Ph. D., Professor of Physics in the University of Michigan. 8vo. Cloth, xxviii+622 pages. New York: Macmillan & Co.

This text is somewhat similar in treatment to that of the Kimball Text, and in the hands of a good teacher will produce first class results. The authors in the preparation of the book kept three things in mind, we are told: First, to present the fundamental facts of physics in a clear, concise and teachable form; second, to relate these fundamental facts to the basic laws and to the theories of physics in such way as to render plain the historical growth of the science; and, third, to put the student in direct touch with first hand information concerning the epoch-making discoveries of the past upon which the growth of the science has been based, as well as to afford an intimation of the marvelous progress of the present. F.